



IMPLEMENTATION OF THE QIRA'AH METHOD IN ARABIC LANGUAGE COMPREHENSION: A CASE STUDY AT MI AL-IMAN MERDEN

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Abstract

Arabic language learning at the Madrasah Ibtidaiyah level still faces various problems, particularly in terms of reading and understanding Arabic texts. Students' lack of vocabulary and incorrect pronunciation make it difficult for them to understand the material. This study aims to describe the application of the qira'ah method and analyze the improvement in students' understanding of Arabic at MI Al-Iman Merden. This study uses a descriptive qualitative approach with field research. The research subjects include the principal, Arabic teachers, and students of MI Al-Iman Merden. Data collection techniques were conducted through interviews, observation, and documentation, while data analysis techniques used the Miles and Huberman interactive model. The results of the study show that the application of the qira'ah method is carried out through several stages, such as reading together, strengthening vocabulary, practicing pronunciation, and doing exercises. This method helps improve students' reading and comprehension skills in Arabic texts. However, there are still several obstacles, such as the level of reading fluency that is not yet optimal and limited learning aids. In general, the qira'ah method has a positive impact on improving students' understanding of Arabic at MI Al-Iman Merden.

Keywords: Qira'ah Method, Arabic Language Learning, Reading Skills, Madrasah Ibtidaiyah

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INTRODUCTION

مقدمة

Language is one of the tools humans use to communicate with each other. Language generally refers to the human ability to communicate through signs, words, or gestures. Language is a system of meaning that is alive, meaningful, and bound by context. According to the Encyclopedia Britannica, language is a conventional oral, manual, or written symbol system through which humans, as members of a social group and participants in their culture, express themselves.

Reading skills are a fundamental aspect of Arabic language because they serve as the primary means of understanding vocabulary, linguistic structure, and the meaning of text as a whole (Akhiril Pane, 2018). Reading should not only be understood as the activity of pronouncing linguistic symbols, but also as a cognitive process that involves understanding meaning. In Arabic language learning, mastering language skills is the basis for developing other language skills, especially in comprehensive language comprehension.

However, Arabic language learning in Madrasah Ibtidaiyah still faces various obstacles. One of them is the difficulty students have in reading Arabic text, which is generally caused by limited vocabulary, poor pronunciation, and the use of learning methods that are not appropriate and

interesting for students. In addition, differences in students backgrounds and their lack of experience in Arabic also contributed to their low level of comprehension of the reading text. This condition was also found in Arabic language learning at MI Al-Iman Merden, where some students still unable to read and understand Arabic texts optimally.

One relevant learning method to address this issue is the Qira'ah method. The Qira'ah method emphasises reading skills through several stages, starting with vocabulary mastery, pronunciation practice, and understanding the content of the text (E. Mulyasa, 2008). This method is based on the assumption that vocabulary is the smallest element of language for determining meaning, vocabulary mastery, and correct pronunciation in understanding Arabic text. Therefore, the Qira'ah method is considered suitable for application in Arabic language learning at the Madrasah Ibtidaiyah level.

Several previous studies have shown that the Qira'ah method contributed positively to improving students understanding of Arabic. Febrianingsih's research confirms that reading skills play a strategic role in improving overall understanding of Arabic (Dian Febrianingsih, 2021). In addition, Al-Haqq's research shows that the implementation of the Qira'ah method can help students understand Arabic texts in a more systematic and focused manner (Muh. Fajar Shiddiq Al Haqq, 2021). However, most studies have been conducted at the secondary education level and in Islamic boarding schools, so research on the implementation of the Qira'ah method in the context of Madrasah Ibtidaiyah, especially using a descriptive qualitative approach, is still relatively limited (Nursyamsi Anugrahi, 2020).

Based on these research gaps, this study is important to describe the implementation of the Qira'ah method in Arabic language learning and to analyze the improvement in Arabic language comprehension among students at MI Al-Iman Merden. This study is expected to contribute theoretically and participially to the development of Arabic language comprehension among students at MI Al-Iman Merden.

METHOD

منهج

Methodology is a way to acquire new knowledge or answer research questions conducted scientifically (Ronny Kountur, 2003). In this study, the researchers used a qualitative and conducted a descriptive analysis. Qualitative research is a research method used to describe and depict existing phenomena, both scientific and human-engineered, by considering the characteristics, qualities, and interrelationships of activities (Ahmadi Ahmadi, 2020). This study collected descriptive information through written or spoken words from the people being observed (Sugiyono, 2013). The researchers used field research, where the data needed in the research process was obtained from the field (as a direct source of data) and focused on the implementation of the qira'ah method in improving the Arabic language comprehension of students at MI Al-Iman Merden.

Research Design

Research participants included the principal of the madrasah, Arabic language teachers, and students of MI Al-Iman Merden. Participants were selected using purposive sampling, which is the determination of research subjects based on certain considerations relevant to the research objectives. This technique was chosen because qualitative research emphasizes data depth and contextual understanding rather than statistical generalization. The head of the madrasah was chosen because of his authority in learning policy, the Arabic teacher was chosen

because of his direct role in implementing the Qira'ah method, while students were chosen as subjects who directly experience the Arabic learning process in the classroom.

Data collection was conducted through interviews, observations, and documentations as the main techniques in qualitative research. Semi-structured interviews were conducted with the head of the implementation, and obstacles to applying the Qira'ah method. Limited interviews were also conducted with students to find out about their learning experience and responses to Arabic language learning.

Observations were conducted directly during the learning process, focusing on the activities of teachers and students in applying the Qira'ah method. Documentation was used as supporting data, including learning tools, teaching materials, and student evaluation records. These three techniques were used to obtain comprehensive and complementary data.

The Qira'ah method in this study involves systematic reading learning stages. Teachers use simple Arabic texts according to the student's ability levels. Text selection considers basic vocabulary, simple sentence structures, and the application of context relevant to students lives. Each learning session begins with an introduction to vocabulary, followed by pronunciation practice led by the teacher. Next, the teacher reads a text aloud, which the students repeat together, taking turns and individually. The students are then guided to understand the text through explanation of meaning, sentence translations, and answering questions related to the text apply the basic of Arabic comprehension.

The validity, of the data was determined using source triangulation technique by comparing data obtained from research subject and technique triangulation by comparing the result of interview, observation, and documentation. In addition, researchers conducted observations during the learning process to ensure that the data obtained had a high level of credibility and reliability.

RESULT | نتائج

Learning is the process of acquiring knowledge in order to become skilled at doing something. Ngalim Purwanto, in his book Educational Psychology, defines learning as a relative change in behavior that occurs as a result of practice and experience (Hamruni, 2009).

The word pembelajaran means "to learn or practice," which is often referred to in English as learning and in Arabic as درس. According to Hilgard, learning is a process of change in an activity, whether in a laboratory or in a scientific environment (Wina Sanjaya, 2008).

Implementation of the Qira'ah Method in Arabic Language Learning

In Arabic language learning, The Qira'ah method is systematically applied in teaching Arabic to students at MI Al-Iman Merden. There are several objectives in using the Qira'ah method to improve students' understanding of Arabic, including: Using the qira'ah method in this learning process has helped the students at MI Al-Iman Merden perform better in their studies. This is because the method has made it easier for them to understand the Arabic material they are learning, which in turn has improved their overall ability to learn the Arabic language (Kun Mu'inah, 2025).

Based on the interview results, where the researcher interviewed the principal and Arabic language teachers of MI Al-Iman Merden students, there are several objectives in using the qira'ah method to improve students' understanding of Arabic, including:

1. Making it easier for students to read Arabic texts.
2. Understanding the meaning of words in Arabic texts.
3. Understanding the content of Arabic texts.
4. Analyzing and answering Arabic language questions.

The lesson began with vocabulary introduction and pronunciation practice assisted by the teacher. The teacher then reads the text aloud as a model, followed by the students reading together as a class or individually and taking turns. Kun Mu'inah, the Arabic teacher, said: "Before the children read the text, I first introduce the vocabulary (mufrodat) so that they are not confused when reading."

The reading texts used are short passages from Arabic textbooks for Islamic elementary schools, with themes that are relevant to the students' lives. Each lesson lasts for 2 x 35 minutes, and the learning stages are consistent in every meeting. Safa, one of the Islamic elementary school students, said: "Usually, we start by reading together, then we are asked to read one by one. After that, the teacher explains the meaning." The learning documentation shows that the texts used are repeated to train students to understand the content of the reading.

Students Responses and Obstacles in Implementing the Qira'ah Method

The result of interviews and observations show that students actively participate in the reading learning process using the Qira'ah method, especially in simultaneous reading activities. However, there are differences in the level of reading fluency among students. Some students still need guidance from teachers to pronounce and understand the content of the text being read. Syafa and Andini, an MI Al-Iman Merden, said "Reading together is fun and easier, but when rading alone, it is sometimes still difficult and I often misread".

In interviews with teachers, several obstacles were identified in the implementation of the Qira'ah method, particularly those related to differences in students reading abilities and limited learning time. Mrs. Kun explained, "Every child's ability is different. Some read quickly, while others still need more guidance so that they do not feel pressured during the learning process".

Therefore, it is necessary to apply methods and change strategies in Arabic language learning in order to improve student's Arabic language skills. With good planning and varied and interesting methods and approaches, the implementation of the Qira'ah method in Arabic language comprehension can be effective and interesting for students.



Figure 1. MI Al-Iman Merden



Figure 2. Learning Observation



Figure 3. Photo of MI Al-Iman Merden students



Figure 4. Group photo with Arabic teachers and homeroom teachers



Figure 5. Group photo of students and teachers

DISCUSSION

مناقشة

The qira'ah method is a method that focuses on reading proficiency (Radliyah Zaenuddin, dkk (2015). The result of the study indicates that the use of the qira'ah method in Arabic language learning at MI Al-Iman Merden is generally effective and has a positive impact on improving students understanding, especially in reading skills and vocabulary recognition. These findings indicate that the steps in the qira'ah method, starting from reading together, understanding mufradat, pronouncing words correctly, to understanding the meaning of the text, help students understand Arabic texts in a more organized manner. However, there are still some students who cannot read fluently and do not fully understand the content of what they read. This shows that the success of the qira'ah method depends on the students' initial abilities and the level of guidance provided by the teacher during learning.

The findings of this study are in line with the opinions of Nuha (2012) and Zaenuddin et al. (2015), who stated that the qira'ah method focuses on vocabulary comprehension as the main basis for understanding Arabic text. In addition, the results of this study also support the findings of Febrianingsih (2021), who stated that reading skills are very important in improving students' Arabic language skills. However, this study also found the same obstacles as Hamid (2008), namely limitations in the use of learning media and variations in method that can make students feel bored and less than optimal in understanding the material. Thus, this study reinforces the results of previous studies and confirm that the success of the qira'ah method is highly dependent on its application and the creativity of the teacher.

The implications of this study for teacher are the importance of improving the application of the qira'ah method by combining it with engaging learning media and a more diverse approach so that students not only pay attention to pronunciation but also understand the meaning of the texts they read. For the curriculum, the results of this study show that the qira'ah method is very suitable for use in teaching Arabic at the Madrasah Ibtidaiyyah level, particularly in helping students achieve reading skills in accordance with the Merdeka Curriculum standards. For education policymakers, this study can be used as a reference in providing training to Arabic teachers to develop effective reading learning strategies and be able to adapt to differences in student abilities.

This in line with Hamid (2008) opinion that Arabic language learning that actively involves students can improve understanding. However, some students who are not yet fluent in reading

still feel less confident. The problems faced by teachers are a lack of professionalism in teaching and limitations in the components needed to implement the Arabic language learning process in terms of objectives, materials, teaching and learning activities, methods, tools, learning resources, and evaluation (Jamaluddin, 2003).

During research on student learning at MI Al-Iman Merden, there were several advantages and disadvantages of teachers in applying the qira'ah method. The advantages of applying the qira'ah method in Arabic language learning were usually successful in the research:

1. Reading aloud helps students with Arabic pronunciation.
2. Reading helps students remember Arabic vocabulary.
3. Encourages interaction between teachers and students, enhancing a collaborative learning atmosphere.
4. Teachers can assess and provide immediate feedback on pronunciation errors.

In addition, there are several disadvantages to applying this qira'ah method:

1. This method is less effective for shy students who still find it difficult to read in public.
2. There are still some students who focus more on pronunciation than on understanding the meaning.
3. Some students still feel pressured when reading aloud, things that can make it harder for teachers to teach and students to learn in the classroom.

Among the obstacles faced by teachers in applying the qira'ah method, there is certainly a solution to overcome these obstacles, namely that teachers must be better able to choose media that is suitable, interesting, and in line with the material using the qira'ah method to overcome students' difficulties in reading certain Arabic words or sentences.

CONCLUSSION | خاتمة

The result of the study shows that the qira'ah method is highly relevant and effective for use in teaching Arabic at the Madrasah Ibtidaiyah level, especially in strengthening reading skills, which are the basis for language comprehension. For teachers, this method requires an active role in providing continuous guidance and paying attention to the differences in each students abilities. Meanwhile, for the curriculum, the results of this study emphasize the importance of structured reading learning that focuses on comprehension in Arabic language subjects.

In addition, the method of teaching Qur'an recitation (Qira'ah) at MI Al-Iman Merden helps improve students understanding, especially in Arabic text reading skill. The results of the study show that the steps in the qira'ah method, such as reading together, mastering words, pronouncing correctly, and understanding the meaning of the text, help students understand the reading more neatly. Although the students reading skills are generally good, there are still some students who are not fluent in reading and do not fully understand the content of the text. This is influenced by differences in the students' initial abilities and limitations in the types of learning strategies and media used.

The existence of problems in Arabic language learning has hindered the learning process, especially in Arabic language learning at the Madrasah Ibtidaiyah level. One of these problems is the selection of inappropriate learning methods applied during class hours. This plays an important role as the basis for Arabic language learning, especially in mastering understanding and language proficiency, specifically in students reading skills.

Based on the results of the study and its impact, this study recommends three things, namely:

1. Arabic teachers need to be trained in scaffolding strategies in reading so that they can provide guidance gradually according to the student's abilities
2. The development of more diverse qira'ah learning materials, such as using images, texts with pictures, and contextual reading exercises
3. A variety of reading activities, both in groups and individually, to make the learning atmosphere more interesting and facilitate student understanding

By implementing these recommendations, it is hoped that the process of learning Arabic using the qira'ah method can be more effective and result in better understanding.

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